

Training Transformation





Agenda

- **Objectives**
- **Army Learning Model**
- **Army Performance Improvement Model**
- **Guided Experiential Learning**
- **Courseware Update**
- **ASAT Issues**



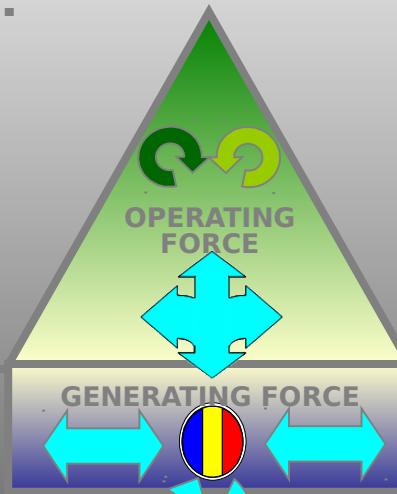
Objectives

- **Support Army Transformation**
- **Integrate HPI into Army education, training and training development.**
- **Certify Training Developers**
- **Intermediate objectives:**
 - Achieve economies of scale
 - Reduce training development time
 - Build CP 32 certification
 - Modularize instruction
 - Achieve “buy-in” from end users



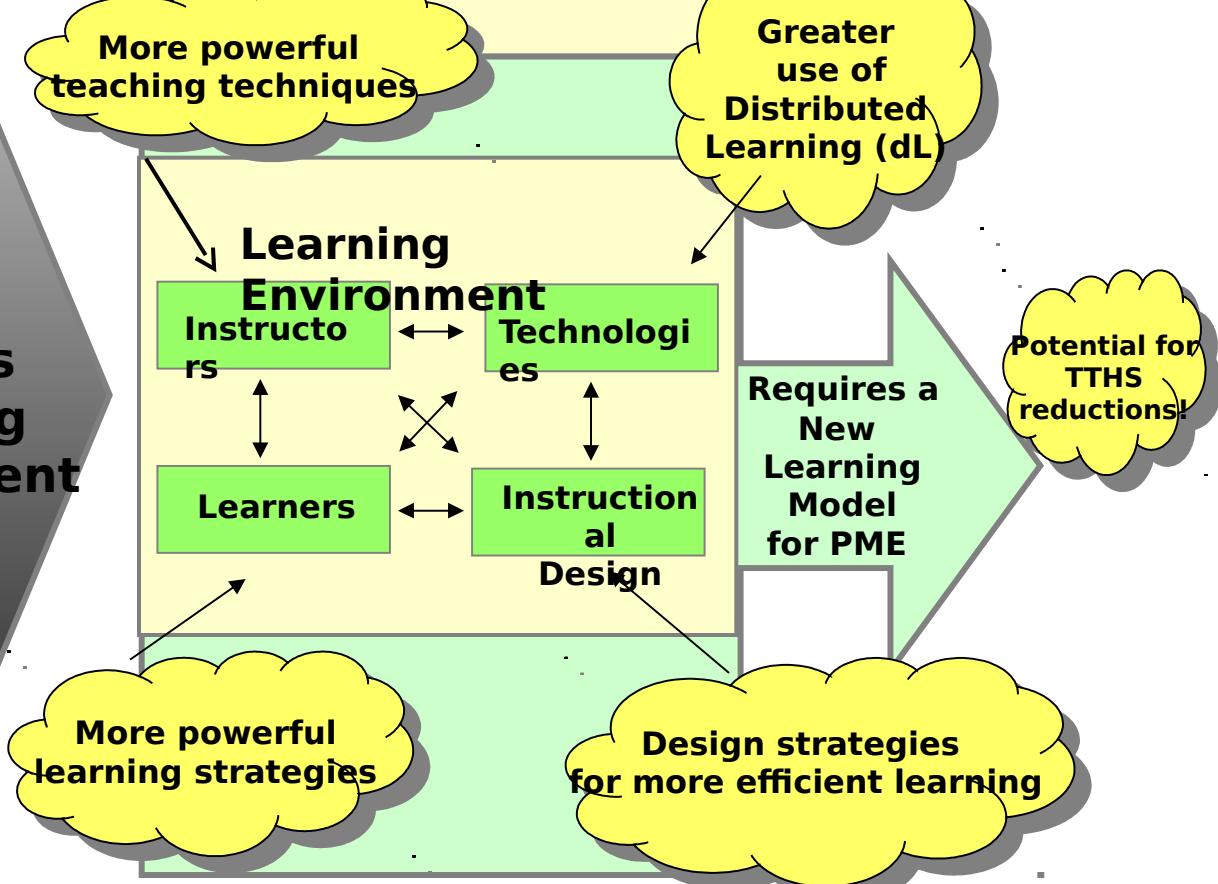
New Learning Model for PME

ARFORGEN



- ARFORGEN Reset/Train cycle may allow less time in schoolhouse
- ARFORGEN requires continuous output of Soldiers & leaders to Brigade Combat Teams based on Reset dates

ARFORGEN DRIVING CHANGE





Operational Considerations

- **Support ARFORGEN**
- **Operate effectively during protracted resource constraints**
- **Apply to Basic Noncommissioned Officer Course, Advanced Noncommissioned Officer Course, Battle Staff NCO Course, First Sergeant Course, Captains Career Course not Initial Military Training**
- **Examine dL as a graduation requirement not a prerequisite**
- **Train what is needed for next assignment, eliminate redundancies**
- **Leverage Saturday as a training day**



Instructional Considerations

- Offer choice of learning location
- Leverage efficiency thru distributed learning (dL), with effectiveness equal to face-to-face (f2f) instruction
- Use proven instructional design strategies
- Incorporate adaptive thinking strategies
- Build Soldier cohesion thru collaboration
- Minimize learning decay & attrition
- Offer self-pacing, testing-out, & fast-tracking
- Provide for staggered completion dates
- Incorporate learning-how-to-learn strategies
- Transfer learning thru job aids & dL reach-back to TRADOC schools



Army Learning Model for PME

Individual Learning Preparation

Phase I: dL at TRADOC Schools

(Option to complete at home station - student choice)

- Common core
- Diagnostic testing



Collective Learning Synergy

Model vetted at meetings of:

- Sec Army's dL/Training Technology Subcommittee (Jul 06)
- ARI's Science of Learning Workshop (Aug 06)

Learning Reinforcement

Phase III: Learning at

- Student Unit responsibility to complete common core within 1 month if not completed within phases 1 or 2
- Learning transfer thru job attach-back to TRADOC

Assignment Oriented Training
As Required



- Blend of dL & f2f
- Saturday instruction



Guided Experiential Learning

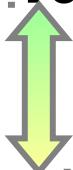
- Use job-relevant problems
- Active prior knowledge
- Demonstrate, then practice
- Transfer to new instances



Foundation of a Good Learning Model

TRADOC determines ...

- **When to use:**
(1) face-to-face (f2f)



- (2) dL**
(Efficiency)

- **How to design instruction**

(Effectiveness)

By using ...

Three Criteria:

1. What senses are needed?
2. Or, are environmental conditions complex?
3. Or, is on-the-spot observation & feedback

of complex performance required?
Guided Experiential

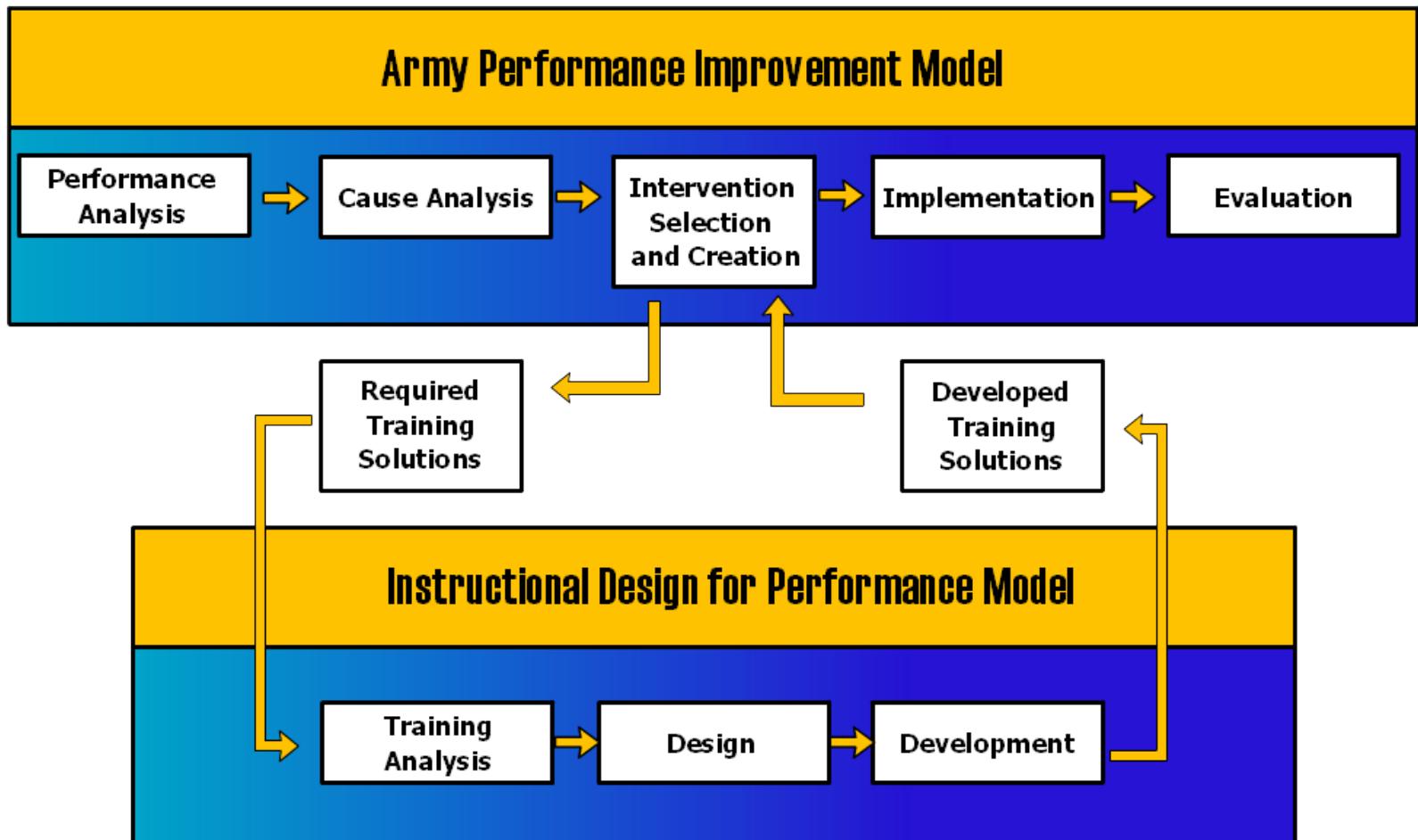
Learning (GEL)

- Job-relevant problem
- Activate prior knowledge
- Demonstrate
- Practice
- Transfer

- **TD process takes too long**
- **Policies and procedures relative to TD outdated**
- **New TDers lack the requisite skills needed to perform their jobs**
- **Senior Managers do not understand TD processes**



Integrating TD & Army Learning Model





Guided Experiential Learning

Transfer for Adaptive Thinking



Preparing to Teach Ensures Learners:

- Consider larger context
- Don't memorize details
- Question purpose
- Identify flaws
- Generate alternatives

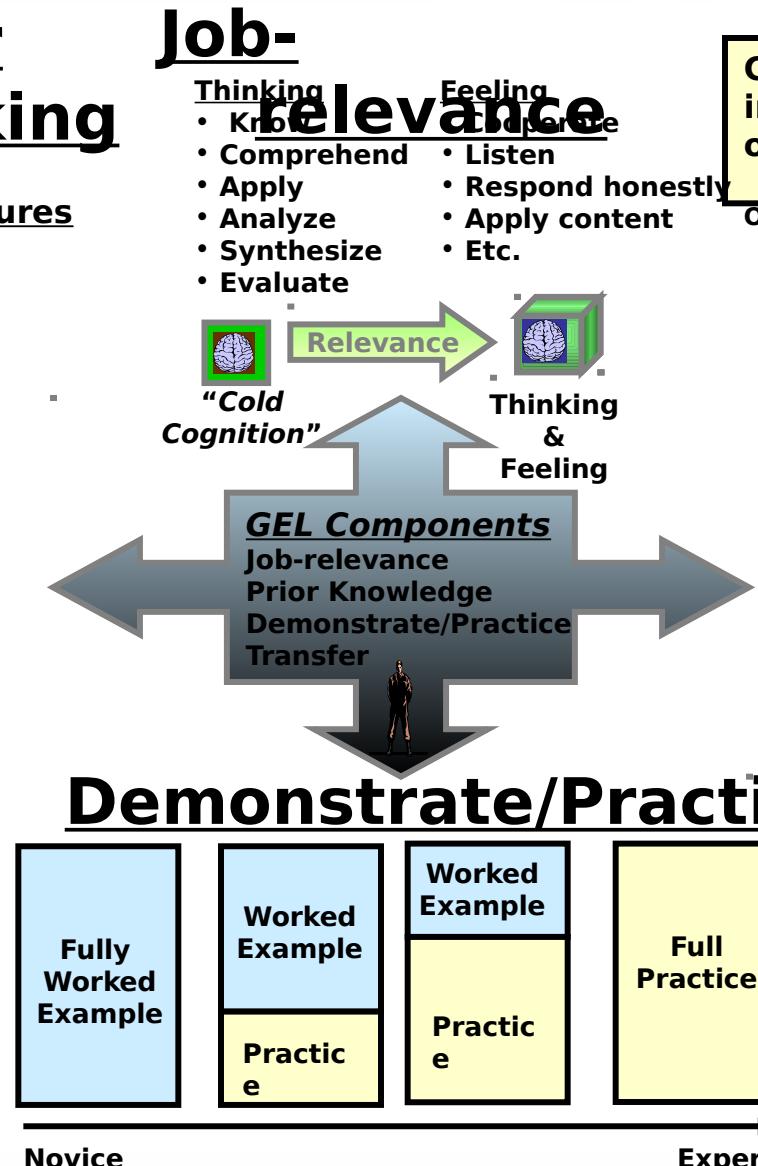


Using Scenarios Rich in Context...

Greater learning transfer when students generate questions & solve problems within context of video scenarios
(Vanderbilt University)

Conditional Content Leads to More Creative Thinking

"In most cases..."
"May include..."
"Is probably..."
"Of course, there are other ways..."
(Harvard University)



Carl Rogers: Relevant instruction can take place in one-third the time.

(*Freedom to learn* (1969). Columbus, OH: Charles E. Merrill)

Prior Knowledge

• Assess level of learners' questions to determine prior knowledge



• Activate prior knowledge by providing examples, analogies, stories

particularly relevant to an experienced Army

- Worked by instructor
- Practiced by learner

Source: Clark, Nguyen, & Sweller. (2006). *Efficiency in learning: Evidence-based guidelines to manage cognitive load*. San Francisco: Pfeiffer, page 199.

- **TD Mission**
 - **Increased viability/support**
- **Business Goals**
 - **Expedited courseware development cycle**
 - **Increased consistency in dL courseware**
- **Instructional Design Process**
 - **Updates and improves 1970s instructional design model**
- **Increased student learning**
 - **Develops “use knowledge”**



TD Courseware Status Report



Introduction to Army Performance Improvement (API) and Instructional Design for Performance (IDP) Course

Delivery Order (DO) # 123 (CSC)
TRADOC POC Carlton Hardy
ATSC COR Karen Kehrberg
ATSC S&F POC Willa Lewis
CSC POC Gary Rauchfuss
Period of performance 1 Oct 05 - 31 Mar 07
Course length: 8 hours
Status: Modules 2, 3, 4 and 5 have been validated
ahead of
by 1 Jan 07. Modules 1 and 6 are under development and
schedule. Delivery expected

The Introduction to Army Performance Improvement (API) and Instructional Design for Performance (IDP) Course is an 8 hour, dL, entry-level course. The course introduces students to the five-phased API process and the Guided Experiential Learning (GEL) Model used for training design and development. Students will also learn key analysis activities that support the GEL model and training administration functions that support API and GEL. The course will focus on introducing concepts and processes that support performance improvement and instructional design.



Army Performance Improvement (API) Course (SM/GO)

Delivery Order

123 (CSC)

TRADOC POC

MAJ Neil Twentyman

ATSC COR

Karen Kehrberg

ATSC S&F

Willa Lewis

CSC POC:

Brenda Stokes

Period of performance

1 Oct 05 - 31 Mar 07

Course length:

4 hours

Status:

**Course on schedule; selecting appropriate
target audience (GO/SM)**

talent for

The Army Performance Improvement Course (API) (SM/GO) is a four-hour, dL high level overview of the API/IDP process for General Officers and Senior Managers. .



Army Performance Improvement (API) Course

Task Order (TO)**TRADOC POC****TRADOC COR****ATSC S&F****CSC****Period of performance****Course length:****Status:
with revisions****#13 (Akima)****Carlton Hardy****Betsea Kinne****Willa Lewis****Julian (Kelly) Cross****1 Oct 05 - 17 Apr 07****60 hours (Modified from 40 to 60 hrs)****Prototype and IMDP have been approved
Course is on schedule****Validations begin 16-26 Jan 07**

The Army Performance Improvement Course (API) is a sixty-hour, dL course that teaches the Army Performance Improvement process. The Army performance improvement process identifies the difference between the current performance of an organization or individual and the desired performance. The cause of the performance gap is analyzed; interventions are selected, created and implemented; and interventions are evaluated to determine if the performance gap has been closed.



Instructional Design for Performance (IDP) Course

Delivery Orders (DO)	DO 123, 138, 166,168
TRADOC	Cliff Shaffer
ATSC S&F	Cori Starry, Willa Lewis
CSC POC	Tammy Lynn Smith
Period of performance	7 Feb - 30 Sep 07
Course length	160 hours/ (4) 40 hour phases
Status: began 3, and 4 are on	Phase 1: Module 1 validated; Module 2 validation 31 October 06; Phases 2, schedule

The Instructional Design for Performance (IPD) is a four-phased, 160 hour, dL course intended to implement the latest research and best practice on how to design a course for individuals and teams based on guided experience-based practice in authentic situations. Students will learn to design and develop lessons, guided demonstrations, practical exercises, and performance tests using procedures from the GEL model.



Training Analysis Course (TAC)

Task Order	# 0012 (Akima)
TRADOC	Cliff Shaffer
TRADOC COR	Betsea Kinne
ATSC S&F	Willa Lewis
CSC	Brenda Stokes
Period of performance	1 Oct 05 - 31 Mar 07
Course length	40 hours
Status: lesson; anticipate 5 Jan 07; course on schedule	Conducted in-house review of prototype validation of Module 2 on

The Training Analysis Course (TAC) is a forty hour dL course that teaches students to conduct mission analysis, and cognitive task analysis for individuals and groups (collective). Students will also become familiar with job analysis procedures.



Training Administration Course (TADMC)

Task Order	# 0011 (Akima)
TRADOC POC	MAJ Neil Twentyman
TRADOC COR	Betsea Kinne
ATSC S&F	Willa Lewis
CSC	Brenda Stokes
Period of performance	1 Oct 05 - 31 Mar 07
Course length	20 hours
Status: contractor is schedule	Prototype and IMDP have been reviewed, making revisions; course is on schedule

The Training Administration Course (TADMC) is a 20 hr, dL course that teaches the concepts and key components of training development activities that are related to managing training development activities. These topics include CATS, TRAS, and automated systems that are related to training development.



Army Basic Instructor Course (ABIC)

Delivery Order	# 171 (CSC)
TRADOC POC	Renee Escoffery
ATSC COR:	Karen Kehrberg
ATSC S&F	John Ingram
CSC	Hal Chapman
Period of performance	29 Jun 05 - 21 Dec 06
Course length	74 hours + 8 hr Intro to API/IDP course
Status:	Validation is scheduled 23 Oct 06 - 3 Nov 06.

Army Basic Instructor Course (ABIC) is being designed and developed to replace the Instructor Basic Course (IBC) and the Total Army Instructor Course (TAITC). ABIC is a comprehensive course that trains Army instructors to deliver training in the Army School System (TASS). The purpose of the course is to train Army instructors in both active and reserve components, as well as train civilian and contract instructors. Lessons will address basic procedures and principles involving instructional preparation, delivery , management and evaluation of instruction. All lessons must reflect current doctrine and the contemporary Operational Environment.



Combat, Training, Doctrine Developers Integration Course (CTDDIC)

Task Order	# 0014 (Akima)
TRADOC POC	Roberta Sparkman
TRADOC COR	Betsea Kinne
ATSC S&F	Willa Lewis
CSC	Brenda Stokes/Tom Boyd
Period of performance	26 Sep 05 - 31 Mar 07
Course length	15 days
Status: is review due back coordinated and is 07. Course is ahead of	Training Evaluation Planning Document (TEPD) being reviewed. Courseware was delivered for and has been staffed. Review comments are COB 27 Nov 06. Validation has been scheduled for 11 Jan - 2 Feb schedule.

The Combat, Training, Doctrine Developers Integration Course (CTDDIC) is a 130 hr course intended for CP 32 interns to enable them to become functioning members of an integrated team of combat trainers, combat developers and doctrine developers. The team is responsible for planning the development of solutions to war fighting performance problems



Asynchronous distributed Learning Instructor Course (ADLIC)

Delivery Order

127 (NG)

TRADOC POC

Roberta Sparkman

ATSC COR

Karen Kehrberg

ATSC S&F

Cori Starry, Willa Lewis, John Ingram

NG POC

Gary Baker

Period of performance

30 Sep 05 - 30 Dec 06

Course length

40 hours

**Status:
prototype lesson.**

Government has completed review of

**contractor
Document.**

**Government has provided additional GFI to
as requested in Content Design**

**modification to
Next anticipated
with IMDP**

**Government has completed draft
Attachment 2 SOW (List of lessons).
deliverable will be Module 1**

**The Asynchronous Distributed Learning Instructor course
(ADLIC) is a 40 hour dL course that will increase instructor
effectiveness and trainee morale/satisfaction in asynchronous
courses. It will teach TRADOC instructors using instruction and
scenario-based exercises that require them to apply the basic
principles of asynchronous instruction.**



TRADOC Regulation 350-70

TRADOC POC

In-house development

Carlton Hardy

Course length

N/A

**Status:
being
Nov 07.**

**Assignments are being made and timelines
worked; projected completion date is 1**



ASAT Discussion

ASAT P#1 CRs; Total Failures or Partial Failures with No Work Around

atiam00002273	Copy Function in Course Phase Module is Defective
atiam00001942	Ft Rucker's Database having issues with exporting SOME POIs to TRADOC
atiam00001486	ASAT Application for Export Process losing ICH data
atiam00000930	Analyze Fort Monroe's database #152 regarding inability to import POIs completely.
atiam00000926	Updating of the ASAT Master Database with new/current MOSS
atiam00000925	Update TOE information in the ASAT Master database
atiam00000845	Request NO Longer Needed. Convert a 4.43 database to 4.44 for APAC
atiam00000431	SATS support for Tasks.
atiam00000399	Cannot Copy Course Phase
atiam00000222	Data Migration Issue - CLASSVIIILIN
atiam00000221	Data Migration Issue - Exercise_Facility_Join
atiam00000220	Data Migration and Object Model Issues - EXERCISE



ASAT P#1 CRs; Total Failures or Partial Failures with No Work Around

atiam00002368	AUTL table in ASAT require updating
atiam00002272	Course Master Plan Report Needed
atiam00002267	ASAT Lesson Plan Report - Outline Notes Not Showing
atiam00002266	MOS Tables in ASAT need updating
atiam00002265	Federal Log Information - Needs update in ASAT
atiam00002264	Update of all School Codes. Has not been updated for over a year
atiam00000725	Modular TOE Updates For ASAT
atiam00000425	Make change to School Code
atiam00000419	Updated TOE Data in the ASAT Master dB is Incorrect
atiam00000417	Need a Course Management Plan Report
atiam00000402	Need Comparision Utility for Courses



Questions

